

CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the research, research questions, hypothesis, objectives of the research, scope of the research, significance of the research, definition of the key terms and organization of the research.

A. Background of Research

English is an international language that is used to communicate and interact between humans. English is used in various fields such as education, economy, trade, and others. Especially, English is used in formal and non-formal education. Formal use in school education while non-formal is used in courses.

In Indonesia, English as foreign language that must be studied in formal schools, one of which is in Vocational School. The reason for the importance of vocational students learning English is to prepare themselves to apply for jobs, interview later to work in their field of vocational / specialization, so that English language learning in Vocational High Schools is emphasized in speaking skills.

There are four skills in English, namely, listening, writing, reading and speaking. According to Harmer (2007) the four skill are divided into two types; Receptive skill is a term used reading and listening, skill where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skill where students actually have to produce language themselves. In line with this, in Inayah (2015) the two kinds of language skills: receptive and productive skills should be taught to the

students in language instruction. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. Based on the statement above, speaking as a productive skill, and it considered as an important skill to be accomplish by students.

Speaking is an ability that must be mastered by all students because, Brown (2001) cited in Suryani (2015) state sthat speaking as an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instruments. In line with this, in Haryudin (2016) speaking is communication by speech by arranging the words and sentences that are conveyed orally. Based on two statements above, it can be concluded that speaking is important skill that students should be mastered during at school and when they are graduates for get job.

Teaching English is not easy job specially in teaching speaking. Because students always use mother tongue and lots of regional languages so that even though English has been learned from elementary school but they are still difficult and lacking in learning English. The factors that cause students difficulties in learning English are because of the students themselves and because of the teacher. The difficulties factor of the students are lack of motivation in learning English, embarrassed to be laughed at by their friends for speaking English, they are afraid of being wrong and afraid to try, and another reason is because the students are lazy to learn. While the second factor causing difficulties in learning English is

that the teacher still uses conventional methods or techniques so that the students feels bored and not motivated in learning.

There are two attempts to solve the problem, namely the efforts of the government and the efforts of the teacher. The efforts made by the government are to replace the old curriculum, School-Based Curriculum (KTSP) with a new curriculum (2013Curriculum/K13). The educational curriculum that applies in Indonesia is the 2013 Curriculum (K13). Based on Presidential regulation number 87 of 2017 concerning strengthening character education or in other words, 2013 Curriculum (K13). The 2013 curriculum(K13) is the newest curriculum focusing on achieving students' competencies and character building (*Kementrian dan Kebudayaan, 2013*).

According to Ekawati (2018) there are four aspects of competences expected to be achieved; spiritual, attitude, knowledge and skills which are then stated in the Core Competences (*Kompetensi Inti/KI*). Those aspects are stated in the purpose of national education (*Pasal 3 UU No 20 Sisdiknas 2003*) stating that "To develop students' potential to become faithful and pious man, noble, healthy, knowledgeable, skilled, creative, independent, and also to become democratic and responsible citizen."

The efforts of the teacher are to replace new teaching methods or techniques that are recommended in the curriculum. New methods or techniques recommended in 2013 Curriculum are expected to increase students' motivation, especially in learning English. Whereas in the implementation of Curriculum 2013 it was still considered difficult by most of the teachers in the school. According to Retnawati, *et al.* (2016)

cited in Ekawati (2018) the difficulties faced by teacher in implementing 2013 curriculum are developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for skills, and gathering the scores from multiple measurement techniques. In addition, this study stated that it was difficult to find feasible application for describing students' achievement.

Based on the difficulties faced by teachers in implementing 2013 Curriculum, teachers can use scientific approaches or communicative approaches in teaching activities especially in teaching speaking, and it is hoped that students can be more interested and motivated to learn. According to Richards (2006) communicative approach is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Furthermore, scientific approach means the basic concept that inspires or lies behind the formulation of teaching methods by applying scientific characteristics. The scientific learning approach (scientific teaching) is a part of pedagogical approach to the implementation of classroom learning that underlies the application of scientific methods, stated by Musfiqon and Nurdyansyah (2015).

Based on the research background above, finally the researcher interesting to conduct the research with the title "Teaching Speaking Skill (Comparative Study Between Communicative Approach And Scientific Approach)".

B. Research Question

Creswell (2012) stated that research question are question in quantitative or qualitative research that narrow the purpose statement to specific question that researcher seek to answer. Research questions of this research are:

1. Is there any significant different achievement and improvement between Communicative Approach and Scientific Approach of student's speaking skill?
2. How is the implementation of learning using Snowball Throwing Technique and Scientific Approach in teaching speaking Recount text?
3. What are student difficulties during the learning process using Snowball Throwing Technique and Scientific Approach in teaching speaking Recount text?

C. Hypothesis

The researcher formulates the hypothesis of the research as null hypothesis which is hypothesis (Ho): “ There is no difference between students who were taught by using snowball throwing technique and those who were taught by using scientific approach”.

D. Objectives of the Research

According to Creswell (2012) Research objectives is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study. Objective of this research as follow:

1. To find out whether or not significant achievement and improvement of student's speaking skill using Communicative Approach is better than using Scientific Approach.
2. To find out the implementation of learning by using Snowball Throwing Technique and Scientific Approach in teaching speaking Recount text.
3. To overcome the difficulties of students in the learning process using Snowball Throwing Technique and Scientific Approach in teaching speaking Recount text.

E. Scope of the Research

The scope of this research is teaching speaking skill of recount text using Snowball Throwing Technique and scientific approach in two classes of the tenth grade students at SMK Karya Perjuangan Cipongkor. Therefore, the researcher using quasi experimental in this research to compare between communicative approach (Snowball Throwing Technique) and scientific approach in teaching speaking skill.

F. Significance of the Research

The use of the research where:

1. Theoretically

The result of this research is to contribute useful information for the future research of teaching speaking. It is expected that this study can be empirical information for the English teacher about teaching speaking skill (comparative study between communicative approach and scientific approach).

2. Practically

- a. The result of the research could be used as the information for the teachers and students on what is teaching speaking skill (comparative study between communicative approach and scientific approach).
- b. The result of the research could be used as the information for the other researcher who interested in teaching speaking skill (comparative study between communicative approach and scientific approach).

3. Pedagogically

This study will provide English teachers with a new understanding about teaching speaking skill (comparative study between communicative approach and scientific approach) in recount text to the tenth grade of SMK Karya Perjuangan Cipongkor. Therefore, the teachers and students in the classroom can be solved.

G. Definition of Key Terms

There were some terms that used by the researcher and to make them clear and to avoid misunderstanding, they were clarified as follow:

1. Snowball Throwing Technique

Snowball Throwing is a technique that requires active students in teaching and learning activities. Snowball Throwing technique as a way in teaching learning speaking in the form question and answers through play and throw snowball in group to other group or in group individually.

2. Scientific approach

scientific approach is an approach used in learning with emphasis on the use of scientific methods in teaching and learning activities. This is based on the essence of learning which is actually a scientific process carried out by students and teachers. This approach is expected to make students think scientifically, logically, critically and objectively in accordance with the facts.

3. Speaking

Speaking is oral communication that is used to express ideas, feelings, and thought among people.

4. Recount text

A recount is speaking or writing about past events or piece of text that retells past events, usually in the order which they happened.

H. Organization of the Research

There are five chapters of the research, as follows:

Chapter I : Introduction. Contains background of the research, research questions, objectives of the research, scope of the research, significance of the research, definition of the key terms and structure of the research.

Chapter II : Literature Review. In this chapter the researcher provides knowledge related to the topic. Those are taken from reliable linguists around the world.

Chapter III : Research Methodology. It consists of the research

method, population and sample, instruments, research procedure, and data analysis.

Chapter IV : Findings and Discussions. In this chapter display all results of data analysis, describes and interprets the findings based on the collected data.

Chapter V : Conclusions and Suggestions. This chapter draws the researcher's conclusions and share some suggestions.

